Indiana Department of Education
SUPPORTING STUDENT SUCCESS

2010-2011 SES Provider Application
Questions and Answers #1
December 11, 2009

Question #1

I would just like to confirm that a provider can be approved who has a combined math and reading program that is 30 hours total with 15 hours for math and 15 hours for reading.

Answer #1

As per the Indiana Department of Education's (IDOE) SES Policies and Procedures, Section 2.5 (http://mustang.doe.state.in.us/dg/ses/pdf/09Policies/2009-07-27-SES-PoliciesProcedures.pdf), providers offering individual tutoring (1:1) must offer a minimum of a total of 25 hours of tutoring to each student while providers offering small (2-4:1) or large group tutoring (5-6:1) must offer a minimum of a total of 30 hours of tutoring to each student.

While at this time, IDOE's policies do not require a specific number of tutoring hours for each subject area in which a provider tutors (as long as a student's total number of tutoring hours meets IDOE's minimums described above for either individual tutoring or small and large group tutoring), providers should ensure that the number of tutoring hours offered in a subject area are appropriate for each student. For instance, using the example from Question #1 above, based on a student's pre-test results, the provider would need to determine whether it's in the best interest of the student to receive 15 hours of tutoring in math and 15 hours of tutoring in reading or whether the student would benefit most from 30 hours of tutoring in one subject area.

Question #2

There are no page limitations for the different sections in Part Two of the application. Does this mean there is no page limitation per section as long as we stay within the 25 page limitation?

Answer #2

As per the instructions on page 2 of the application packet, there are no page limitations for Part One or Part Three of the application. However, Part Two of the application (on pages 10-12) may not exceed 25 pages.

Question #3

Part Two, Section I – If services have been provided in another state, should this information be included?

Answer #3

If an applicant has data or information providing evidence of effectiveness from any state, the applicant is free to include this information.

Question #4

Part Two, Section II, #2 – If we will be using textbooks that are within the districts, do we list each book (name, author, etc, etc…)? If we also use material from the DOE website do we list the website? If we make up our own worksheets based on material from textbooks, DOE website, and sample I-Step questions do we list that also?

Answer #4

Please note that this question asks applicants to not only list and/or name (for materials with brand names) curriculum materials but also asks the applicant to describe any curriculum materials that will be used. So, in addition to listing (naming) curriculum materials that will be used, applicants should describe these materials as well. For instance, if an applicant were using textbooks from a district or materials from the DOE website, the applicant would not only state the specific curriculum (e.g. ABC123's Textbook Publishing's curriculum in Reading and Math for grade levels 1-5) or identify the DOE Website materials that will be used (e.g. Indiana Standards and Resources for Math grade levels 1-3) but would also need to provide a *description* of the curriculum items used.

Question #5

Part Two, Section III, #1 – If you're using textbooks, DOE website do we just copy and attach as specific examples of the applicant's curriculum? How much should we attach as examples? Should it be a couple of examples per grade that you plan to tutor?

Answer #5

Please note that this question asks applicants not only to describe the ways in which the applicant's curriculum connects to Indiana Academic standards but also asks applicants to describe the process the applicant will use to ensure all lessons (not just the examples provided by the applicant) connect to Indiana Academic Standards.

Applicants should pull examples of curriculum material and/or lesson connections to specific Indiana Academic Standards (citing the specific academic standards referenced in the examples provided). Applicants should also be sure to include examples for each

subject area in which the applicant will tutor (these can be examples from multiple grade levels or the same grade level---if examples from only one grade level are provided, applicants should clearly indicate that this evidence is available for all of the other grade levels the applicant will serve as well). Lastly, again, applicants should also describe the process the applicant will use to ensure all lessons (not just the examples provided by the applicant) connect to Indiana Academic Standards.

There is no requirement in terms of a specific number of examples that must be provided, however, applicants should provide enough examples for reviewers to verify the applicant's curriculum and/or lessons clearly connect to Indiana Academic Standards.

Question #6

Part Two, Section III, #2 (a) – Can you give a specific example of specific district curriculum?

Answer #6

This question asks applicants to share how the applicant's program will connect with programming and/or curriculum used in districts. While applicants can certainly review district websites to obtain more information on the programming and academic focus of districts, this does not mean that the instructional content and methods of the applicant must be identical to those of districts. However, they must share a focus on the same State academic content and student academic achievement standards and be designed to help students meet those standards. Applicants should describe the connections between its SES program and district programming and share any connections the applicant's program has to the academic standards of focus for each district the applicant intends to serve.

Question #7

Part Two, Section IV – Do we provide all pre-tests/benchmarks per grade?

Answer #7

The questions in Part Two, Section IV of the application do not ask for copies of the applicant's pre-test(s).

Part Two, Section IV, Question #1 asks applicants to name and describe the assessment tool(s) that will be used in addition to describing why the assessment(s) was selected and how the assessment is an appropriate and valid measure for the applicant's program.

Part Two, Section IV, Question #2 asks applicants to 1) describe how the assessment(s) connects to Indiana Academic Standards, 2) describe how the assessment will assist the applicant in identifying specific Indiana Academic Standards that should be targeted for each student, and 3) provide examples from the assessment(s) demonstrating its connection to specific Indiana Academic Standards. In number 3 (from the prior

sentence), examples pulled from the assessment(s) would suffice as a copy of the entire assessment is not necessary (if an applicant is using multiple assessments, examples should be pulled from each assessment).In addition, applicants can use examples from assessments from multiple grade levels or the same grade level (if an applicant uses examples from the same grade level, the applicant should explain that although the examples provided are for one grade level, the applicant has this evidence for all grade levels it will serve).

Question #8

Part Two, Section VI, #1 – What if we have not hired staff yet for Indiana?

Answer #8

This question asks the applicant to describe the qualifications that must be met by its tutors (this includes tutors already hired and/or tutors that will be hired in the future).